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ABSTRACT

Home economics teachers comprise the newest group of professionals to become movie producers and directors. They are using video equipment--the video camera, monitor, and recorder. Advantages of video equipment for classroom use are affordable prices, tapes that can be reused, and student enjoyment of teacher-made tapes. Home economics content is well suited to video use. Areas more appropriate than others include clothing and textiles, consumer economics and management, and interior design and housing. Good sources for making videos are the students themselves, field trips, and resource persons. Videos add to class lectures by reinforcing lessons, introducing units of study, and stimulating class discussions. A video usage survey of vocational home economics teachers in Texas indicates that most school districts have video equipment in the high schools; over one-half of home economics departments do not have video equipment available; given the opportunity, teachers would use video equipment; videos are considered a good teaching tool; and over three-fourths of the teachers think students do benefit from watching videos. (YLB)

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WRITTEN, PRODUCED AND DIRECTED....BY YOU

The newest group of professionals to become producers and directors of movies is the home economics teachers. How are they becoming that movie producer? The answer is by using the newest technology available to the classroom--video equipment. Video equipment for this presentation refers to the video camera, monitor and recorder.

Video equipment has many advantages for use in the classroom. The most important to consider is the price of the equipment. The recorders and cameras, sometimes called camcorders, are getting more affordable. Prices range from $800 up for the camera and $300 up for the recorder. Tapes are the most affordable being priced in the $5-$9 range. This may seem expensive but considering the many uses and variety of things that can be done with the videos it is a good buy. The tapes can be used over and over again. Filmstrips and 16mm movies that teachers were showing students are becoming outdated. Students frequently tune in to MTV for entertainment. The closest teaching device to MTV is the video tape. Those video tapes made by the teacher are especially entertaining. Teachers need to select teaching devices that students enjoy while at the same time present meaningful information. If that device is the video tape then it should be used more by the teachers. In a study conducted of 270 vocational home economics teachers in Texas reasons were asked for not using the videos in class. The following reasons were stated by the teachers.

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*getting and setting up equipment is sometimes not worth the time

*too difficult to schedule and too hard to transport equipment

*do not know how to handle equipment efficiently

*limited time available

*not enough equipment in the entire school

*have never considered it

*no purpose in middle school

*"I don't know how to handle it and do not care to learn"

*not used because the school district emphasizes the use of lecture over other techniques

*limited software

*just made aware of its availability

*lack of instruction for use

*not too much offered in home economics

One of the reasons cited for not using videos was availability. There are some 40,000 titles available by video cassette. Of all these titles, many are suitable for use in the classroom. Video information is current and beautifully presented making it easy to capture students' interest. Recording of TV presentations pertaining to lessons adds a further dimension to the classroom. And probably the best source of all is you--the home economics teacher. Make your own videos with you or the students as the star. Students really enjoy seeing themselves or their teachers on film. Home economics content is well suited to the use of videos. In the survey mentioned earlier of home economics teachers usage of videos, teachers were asked what home economics content lent itself to the use of videos. Responses were as follows:

Content Area	Per Cent
food and nutrition	17.45
clothing and textiles	4.26
consumer economics/management	5.53
interior design/housing	4.26
family and child development	35.32
all of the above	33.19

These figures reflect some areas more appropriate than others. In those other areas: clothing and textiles, consumer economics and management, and interior design and housing, make your own videos. For example, in a teaching unit on buying a used car have a student go to a used car lot. Film the student going through the process of examining the car. Tape the student asking questions about the financing. The students will enjoy seeing one of their classmates at the car dealership. They will also enjoy being the star in the video. The lesson will relate to them. This is just one of many ways that videos can be used and the teacher is the director and the producer.

Field trips and resource persons are other good sources for making videos. All students are given an opportunity to hear resource persons when the person is invited to the classroom. A tape made of that person and filed for future reference is invaluable. Field trips are sometimes limited because of space and number of students in the class. In this case, the teacher can go on the field trip and tape the process. An added bonus is the fact that all students watching the tape can hear the information being given and not just those students who would have been near the field trip guide. Listed below are some selected ways that videos can be used in the home economics classroom. Let your imagination go when it comes to creating videos. These are by no means all of the ways to use tapes, but some that when used can add a new dimension to the lesson.

*each student develop and tape their own commercials
*round table discussions can be taped for use as a review or for student reaction
*large grocery store chains have videos of produce that are used in training produce managers-try to borrow them
*field trips to places that 20 or more students would not be allowed to go, such as the delivery room of the hospital, special stores
*get a realtor to go through houses for sale to show what points would be discussed by potential buyers
*tape processes, such as cleanigg closets, setting a table, stripping furniture
*tape food laboratories to show students how they work together, work habits
*tape demonstrations of the teacher showing procedures
*demonstrate the use of equipment found in the laboratory for students to use, develop a file for reference
*tape student reports to serve as a review for your grading
*tape food demonstrations, especially gourmet food
*tape interviews of potential employers of occupational students
*tape style shows of each of your classes for showing to other classes
*tape the process of purchasing major appliances or any other item
*taping class assignments and activities can be used for promotions of programs, recruitment of students, and with the advisory council
*tape key people in your hometown or visit places in your hometown where the students relate to what they are seeing, not cities where the students have trouble relating

Videos add another dimension to the lesson. Reinforcing lessons, introducing units of study, and stimulating class discussions are some of the important benefits of their usage.

Other results of the video usage survey revealed that 2.5 per cent sometimes used videos in their class while 21.9 per cent do not ever find a reason for its use. Furthermore, 42.33 per cent use video equipment one to two times per semester, 21.69 percent use video equipment three to four times per semester and 35.98 per cent use video equipment five or more times per semester. Of the teachers surveyed 72.58 per cent were consumer and home economics teachers and 21.27 per cent were occupational home economics teachers.

The chart below shows the age range of the teachers. Twenty-four per cent of the respondents were in the 35-39 age range while only six per cent were in the 22-25 age range.

Age Range	Per Cent
22-25 years of age	6.57
26-29 years of age	9.86
30-34 years of age	21.60
35-39 years of age	24.41
40-44 years of age	15.49
over 45	22.07

Other findings of the study revealed that:

*most school districts have video equipment in the high school

*over half the home economics departments do not have video equipment available to the teachers

*if given an opportunity to use videos teachers would use the equipment

*videos are considered a good teaching tool

*over three-fourths of the teachers think students do benefit from watching videos

*usage of commercially prepared videos would occur if the cost was reasonable

The video tape is the new technology is the classroom. It's possibilities are endless. It is colorful and the students readily identify with the concept. Videos provide an opportunity for the teacher to get in front of or behind the camera-regardless the teacher is the writer, producer and director.

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